



21st CENTURY COMMUNITY LEARNING CENTERS

2013 Bidder's Workshop





$$2x_1 + 3x_2 \rightarrow \max$$

$$1.5x_1 + x_2 \leq 3$$

$$-2x_1 + 3x_2 \leq 6$$

$$3x_1 - 4x_2 \leq 12$$

$$\text{eg } \frac{1.5x_1 + x_2 = 3}{x_2 = 0, x_1 = 2}$$

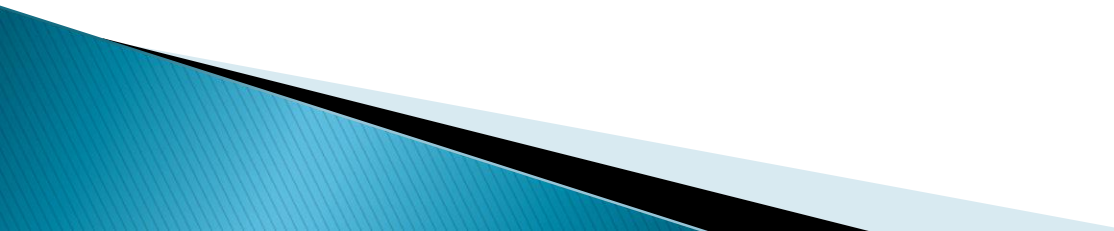
$$x_1 = 0, x_2 = 3$$

$$-2x_1 + 3x_2 = 6$$

$$\text{opt} = \begin{Bmatrix} 4.5 \\ 1 \end{Bmatrix}$$



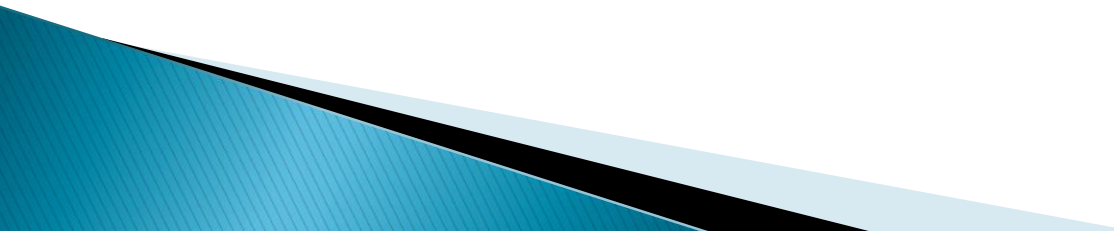
Morning Agenda

- ▶ Idaho's 21st CCLC program overview
 - ▶ New funding opportunity
 - Timeline
 - Application structure & requirements
 - Idaho's 21st CCLC guidance
 - Program evaluation and outcome measurement
 - ▶ Questions & Discussion
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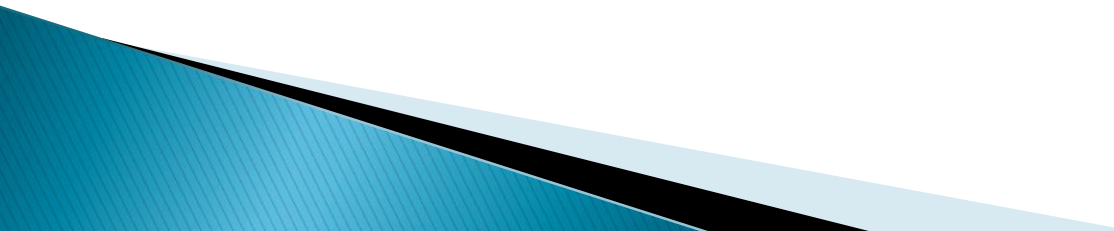
Afternoon Agenda

- ▶ How to write a successful grant (101)
 - Needs Assessment
 - Goals and Objectives
 - Evaluation
 - Fiscal Needs/Budgeting
- ▶ Questions & Discussion

Opportunity

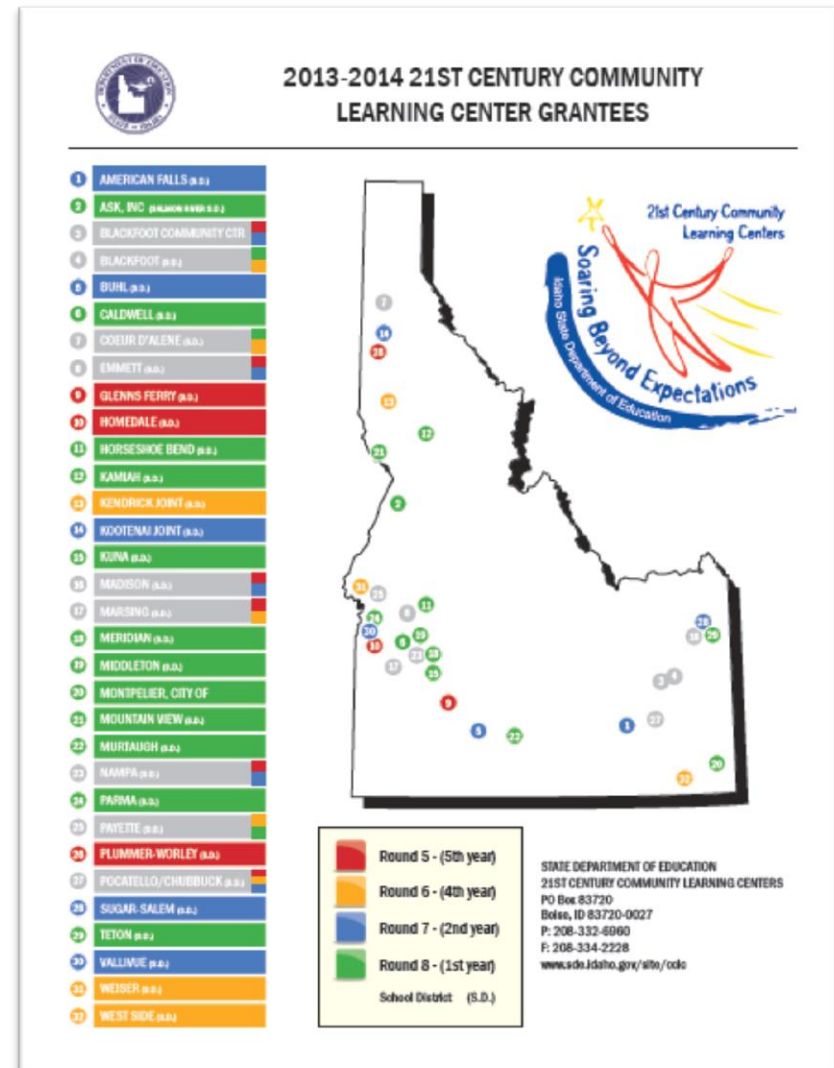
- ▶ A structured, high quality out of school time program is a powerful strategy to address academic failure, delinquent behavior, gang activity, drug use and rising prison populations.
 - ▶ After school is the most critical time to engage youth in positive activities and is a unique setting to build resiliency, connectedness and capability.
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Idaho's 2012-2013 Snapshot

- ▶ Number of Awards (Sites): 38
 - ▶ Number of Centers: 98
 - ▶ Students Served in: 8,525
 - ▶ Regular Attendees: 5,045
 - ▶ Community Partners: 317
 - ▶ Total Staff: 1672 (694 or 42% were volunteers)
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Idaho's 2013-2014 Snapshot


- ▶ Number of Awards (Sites): 42
- ▶ Number of Centers: 93
- ▶ Anticipated # of Students to be Served: 6,128




21st CCLC Mission Statement

- ▶ All 21st Century Community Learning Center participants thrive emotionally, academically and socially.

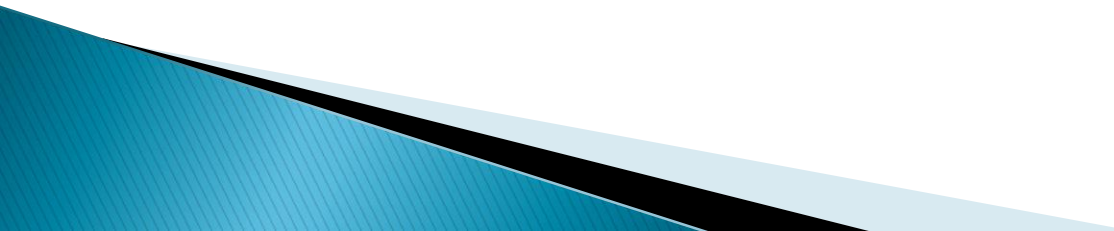
21st CCLC Vision Statement

- ▶ Idaho's 21st Century Community Learning Center programs are high quality and demonstrate safety, creativity and authentic youth engagement.
 - ▶ Targeted academic enrichment meets students where they are and gives them the skills and encouragement to excel.
 - ▶ Social, Cultural and Recreational enrichment is informed by participants and ignites imagination, play and creative problem solving.
 - ▶ Ongoing Professional Development and meaningful involvement of all staff in program strategies lead to high retention and professionalism.
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21st CCLC Vision Statement

- ▶ Families of participants are invested in, and actively support the program.
 - ▶ 21st CCLC Communities are engaged in the program and recognize the value of structured afterschool activities which leads to sustainability.
 - ▶ 21st CCLC programs efficiently and effectively manage their federal grant with high levels of fidelity and transparency and meet or exceed grant requirements.
 - ▶ Grantees cultivate a vibrant, meaningful learning community with each other and the State Department of Education in which best practices are shared and common problem solving occurs.
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Star Rating Outcomes 2013-2014

- ▶ 112 Program Feeder Schools
 - ▶ 71% Increased or stayed the same from the previous year
 - ▶ Star Rating Based On:
 - Achievement
 - Growth to Achievement
 - Growth to Achievement – At Risk Subgroups
 - Post Secondary (High School Only)
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Funding

- ▶ 2013 Federal Title IV B funding to Idaho:
\$5.3 million
- ▶ Funding available for 2014/2015 Competition:
\$1.5 million



Timeline

- ▶ November - Bidder's Workshops
- ▶ December 6 - letter of intent due
- ▶ January 31 - applications due
- ▶ February/March- applications rated
- ▶ April - awards announced
- ▶ May 16 - mandatory new grantee meeting
- ▶ July 1- grant period begins (programming)

Purpose Of Funds (Goals)

- ▶ Provide academic and enrichment in an effort to reduce achievement gaps.
- ▶ Offer recreation, physical activity, social and cultural enrichment activities.
- ▶ Offer families of students served by community learning centers opportunities for literacy and related educational development.

Data Collected

- ▶ Teacher Surveys
 - Behavior
 - Homework Completion
 - School Attendance
 - Academic Performance
- ▶ Attendance at 21st CCLC Program
- ▶ Family Engagement/Parent Involvement
- ▶ Program Staffing
- ▶ Activities Provided

Data Collected cont.

- ▶ Student Data – Grantee Responsibility
 - EDUID #
 - Student Characteristics
 - Race/Ethnic Group
 - Gender
 - Limited English Proficiency
 - Free or Reduced Eligibility
 - Special Needs or Disabilities
 - Grade
- ▶ Student Data – State Responsibility
 - Standardized Test Scores

Application Structure

- ▶ Three components:
 - Application part A (background, application instructions and format)
 - Application part B (forms)
 - Grant Guidance (federal statute, non-regulatory guidance, scoring rubric, sample documents, etc.)
- Application can be found at www.sde.idaho.gov/site/cclc/grants/htm.

Absolute Priority (Deal Breakers)

- ▶ Serving students who attend schools that are eligible for Title 1 school wide programs, or
- ▶ At least 40% of the students in the school to be served must qualify for the free and reduced lunch program.
- ▶ For Multiple Centers - 50% of the schools to be served must meet one of the priorities listed above.

Principles of Effectiveness

- ▶ Proposals must address:
 - 1) A needs assessment of objective data establishing the need for before and after school programs (including summer programs) and activities.
 - (make the case- social/academic)

Principles of Effectiveness cont.

- 2) An established set of performance measures aimed at ensuring high quality academic enrichment and pro-social opportunities.
- (what do you want to happen?)

Principles of Effectiveness cont.

- 3) If applicable, provide scientifically-based research that provides evidence that the program activities will help students meet the state and local academic achievement standards and improve social behavior.
- (proof that your plan will work)

Principles of Effectiveness cont.

- 4) Administer a program evaluation periodically to assess progress toward achieving the stated goals and objectives.
- (make sure your plan is working and adjust as necessary)

Competitive Priorities

- ▶ Target students who attend schools identified as one (1), two (2) and three (3) star schools for the 2013-2014 year under Idaho's ESEA Flexibility Wavier.
- ▶ Submitted jointly by at least one school building benefiting from 2012-2013 Title I, Part A funds and at least one public or private community-based organization (CBO), faith-based (FBO), public or private entity.
 - Note: Applicants that are unable to partner with a CBO, FBO, or private business within reasonable geographic proximity and of sufficient quality should document this situation, request a waiver of this requirement in this section, and, if justified, the applicant will be given the same priority points.

Competitive Priorities cont.

- ▶ Target students who attend schools that have an extreme poverty rate (60% or more of the building students qualified to receive free or reduced-cost meals) in 2012-2013.
- ▶ Have never received a 21st Century Community Learning Centers Grant from the Idaho State Department of Education.
 - Note: These points will be awarded if the fiscal agent and/or organization overseeing grant activity have never received a 21st CCLC grant award from Idaho.

Annual Award Amounts

- ▶ \$1.5 million is available for the current competitive grant process
- ▶ Five year grant cycle:
 - First two years funded at 100%
 - Third year funded at 90%
 - Fourth year funded at 80%
 - Fifth year funding at 70%

Grant Request Guidelines

- ▶ \$72,000 minimum award
- ▶ \$200,000 maximum
- ▶ The SDE aims to fund 7 - 10 new sites with the \$1.5 million available.
- ▶ SDE reserves the right to negotiate.

Matching Funds

- ▶ Applicants must document at least a 30% in-kind or match funds for each year the grant is awarded.



Allowable Activities

- ▶ Remedial education and academic enrichment activities;
- ▶ STEM (science, technology, engineering and math);
- ▶ Arts and music education;
- ▶ Entrepreneurial education;
- ▶ Service-learning activities;
- ▶ College and career readiness;
- ▶ Tutoring services and mentoring programs;

Allowable Activities cont.

- ▶ Limited English Proficient activities;
- ▶ Physical activity;
- ▶ Telecommunications and technology education;
- ▶ Family engagement and family literacy;
- ▶ Activities for those students who have been truant, suspended, or expelled;
- ▶ Substance abuse / violence prevention education, counseling programs and character education;
- ▶ Health and mental health services.

High Quality Program Characteristics

- ▶ Goal Setting, strong management, and sustainability
- ▶ Quality afterschool staffing (full time director),
- ▶ Attention to safety, health, and nutrition issues,
- ▶ Effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth

High Quality Program Characteristics (cont.)

- ▶ Strong involvement of families,
- ▶ Enriched learning opportunities,
- ▶ Linkages between school-day and afterschool personnel, and
- ▶ Evaluation of program progress and effectiveness.

Mandatory Budget Items

- ▶ Staffing
- ▶ Transportation
- ▶ Evaluation – third year of program
- ▶ Staff Development
- ▶ SDE strongly recommends a full time director

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<http://go.funpic.hu>

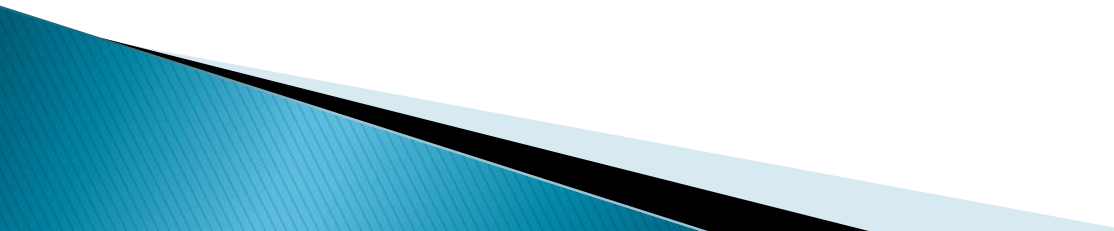
Advisory Board Requirement

- ▶ Develop a community advisory board to promote transparency.
- ▶ Include representation from:
 - Law enforcement
 - Elected Officials
 - Parents
 - Business members
 - Educational staff
 - Students
- ▶ Meet at least twice a year

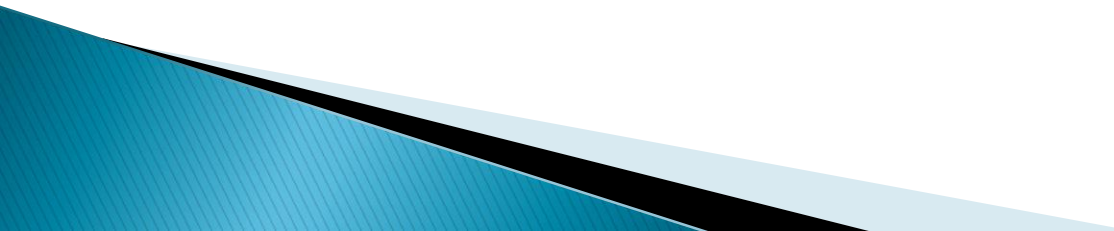
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SDE Review Process

- ▶ 16-25 afterschool stakeholders are recruited to rate grants (varied sectors and geography)
 - Six reviewers in teams of 5-6 to review each application
 - ▶ Mandatory trainings
 - ▶ Scores submitted to SDE and tabulated
 - ▶ Day long meeting culminates in funding decisions
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SDE Review Process

- ▶ Heavy emphasis is placed upon:
 - Meritocracy (favoritism, personal affiliation and hidden agendas are expressly forbidden and weeded out)
 - All assertions require proof
 - Confidentiality
 - Commitment to the process
 - Taking the time to do it right
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Grant Application

- ▶ Part A Instructions
- ▶ Part B Forms

For More Information

Karen Hostetter, Coordinator
Camille McCashland, Program
Specialist

21st CCLC
State Department of Education
(208) 332-6960
cmccashland@sde.idaho.gov

